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ABSTRACT

This program offers a college curriculum of specially tailored courses and consultative aids for teachers in the local school system in Albert Lea, Minnesota. The plan was developed permitting teachers to contract with the University, individually or in groups, for specific projects dealing with problems in the local school system. Course credit was given in 9, 6, or 3 quarter-hour units. Coursework resulted in the creation of many pilot programs now implemented in the Albert Lea public school system. (Two appendixes are included.) (JB)

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IMPROVING INSTRUCTION THROUGH TAILORED CURRICULUM DEVELOPMENT PROGRAMS

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MANKATO STATE COLLEGE

Submitted by: Curriculum and Instruction Support Program
Center for Curriculum and Learning Strategies
School of Education
Mankato, Minnesota 56001
Dr. Donald Holden, Center Director

SP 006 396

Improving Instruction through Tailored Curriculum Development Programs

Summary of the Program

Colleges have traditionally attempted to meet the needs of individual teachers and local school districts by providing courses and upon request, consultative service. Generally, the courses focused upon concerns existing at the highest level in professional education rather than the unique needs of school districts or the interests of particular teachers. The expense of consultative service was often prohibitive. Moreover, the relationships initiated in these efforts tended to be of short duration, limited scope, and somewhat sporadic in nature.

In order to provide a more comprehensive service-delivery system which focused directly upon local needs and desires, the Curriculum and Instruction Support Program in the School of Education at Mankato State College devised and initiated a new service-delivery model. Essentially, this model combines the steps fundamental to curriculum improvement with especially tailored courses and consultative aid. This service is provided in the local setting and focuses directly upon local imperatives. College course numbers are utilized to enroll participants for graduate credit at the regular tuition rate. This model is additionally characterized by a tendency to promote long-term relationships between the college faculty and the local staff.

The delivery system was, and is, illustrated by a relationship which exists between the school district in Albert Lea, Minnesota, and the Curriculum and Instruction Support Program. During the winter of 1972, an especially tailored course in curriculum appraisal provided the vehicle for needs assessment and philosophy construction. Consultative service

continued during the spring. A highly individualized curriculum development workshop was conducted in the summer. Currently, piloting of these products is underway. Plans for evaluation and revision, as well as plans for tailored mini-courses and more workshops, are being formulated.

Preliminary participant reaction indicates considerable enthusiasm for this new relationship.

IMPROVING INSTRUCTION THROUGH TAILORED CURRICULUM DEVELOPMENT PROGRAMS

1. DESCRIPTION AND DEVELOPMENT OF PROGRAM

Introduction

Mankato State College has long accepted service to local school districts as a major component of its role. The School of Education specifically has recognized a responsibility to provide service beyond the education of school personnel. Recent developments have tended to increase this emphasis resulting in a concentrated attempt to identify needs and to devise new means of meeting these needs. In this paper, an attempt is made to describe a particular service delivery model which has been implemented to help local school districts improve instruction through tailored curriculum development. In addition to the general description of the model, a case study is included for illustration.

Traditional Delivery Systems

Local school districts seeking to improve programs, and individual teachers striving to increase their proficiency have traditionally relied upon colleges to provide:

1. On-campus and off-campus courses.
2. Consultants to school district personnel revising a particular program or structure.
3. College faculty to serve on evaluation and survey teams which formulate a series of recommendations.

While each of these avenues remain viable delivery systems, it was

felt by some of the Mankato State College staff that these alone did not necessarily meet the sometimes unique and disparate needs of particular school districts or individual teachers. Conversations with teachers and administrators revealed that too often that which was being offered ignored the realities of the local situation or that the improvement made was narrow and disjunctive. Courses tended to be circumscribed by syllabi reflecting collegiate concerns; credit and degrees, professorial interests, and recent information in the field. Consultative aid was expensive resulting in an inability to utilize it widely in a number of curricular areas or at different educational levels. The economics of the situation resulted in uneven and sometimes uncoordinated change. Evaluation teams seemed utilized primarily for accreditation purposes with short term visits determined more by agency requirements than by local needs.

Redesigning the College

Coinciding with these concerns, various external factors were combining to produce pressures for developing additional service delivery means. Mankato State College was undergoing an analysis of its mission for both the present and the future.[1] A related endeavor was underway within the School of Education.[2] In both reports there is emphasis upon designing new ways to provide greater service to a more diverse clientele. The report of the College Task Force for Change specifically emphasized a "broader campus"

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[1] The College and the Future, A Report to the President submitted by The Task Force for Change, 1971-1972.

[2] A Proposal for the Reshaping of Teacher Education at Mankato State College, Dean's Advisory Committee, School of Education, December, 1970.

approach recommending that the institution "Direct research and service to the opportunities and responsibilities central to the problems and life of the broad geographic region."[3] Moreover recent enrollment declines experienced by the college added a new sense of urgency to the reshaping transpiring.

Development of the Model

The Minnesota State Department of Education evidenced interest in promoting a new college-school district relationship as early as 1968. Dr. Gerald Kincaid, Language Arts Consultant, involved the Department, St. Cloud State College, and the Minnetonka School District in a curriculum development project during the summer of that year. Feeling that the project was successful, Dr. Kincaid approached Dr. Hal Hagen, Chairman of Secondary and Foundations of Education, Mankato State College, suggesting a similar project in Southern Minnesota. Subsequent planning resulted in two efforts during the summer of 1970. School districts at New Ulm and Waseca, Minnesota, were involved. This initial effort by Mankato State College was followed by a similar endeavor during the summer of 1971 at Granite Falls, Minnesota. Publicity about these attempts resulted in five school districts contracting for similar arrangements for the summer of 1972. Albert Lea, Faribault, Montevideo, Owatonna, and Redwood Falls were the Minnesota school districts choosing involvement.

2. THE MODEL: A CASE STUDY

Assumptions

In spite of numerous differences concerning how each of the eight

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[3] The College and the Future, p. 41.

projects were operated a new generalized way of working with school districts has evolved. Essentially the model consists of an overall framework whereby courses, consultative aid, and summer workshops are cooperatively tailored for a local school district and for individual teachers within the district. This relationship rests upon certain assumptions. These assumptions being that:

1. School districts, and individual educators within these districts, possess unique needs which they can best identify and prioritize.
2. Broad-front approaches to the felt needs of voluntary participants may result in more visable and viable change.
3. Considerable expertise exists outside the college setting.
4. College personnel and structure must model individualization.
5. Experiences ought to be provided at a time and place convenient for the participants.
6. Important intra-staff relationships can be strengthened or develop from common endeavor.
7. Desirable new relationships between college and school staff can result from non-threatening joint effort.
8. Improvement of instruction can best result when each educator works from a basis of perceived needs.
9. Voluntary involvement is essential and this involvement can be encouraged by external inducements such as college credit or waiver of tuition.
10. Colleges can no longer afford the luxury of operating as a repository for answers.
11. Courses conducted, endeavors initiated and consummated in the local school district which focus upon specific local problems, have greater functional utility than those provided on campus where the focus tends to be more generalized and theoretical.

Planning the Albert Lea Project

The new relationship was aptly illustrated by the Albert Lea project. During 1971 District 241, Albert Lea, Minnesota, established the position of

Curriculum Director for kindergarten through grade twelve. The new Curriculum Director, in assessing his task, called upon the Curriculum and Instruction staff at Mankato State College for assistance in designing a program of curriculum development for the Albert Lea Schools.

In a series of conferences between several of the Curriculum and Instruction staff members and the Curriculum Director and other representatives of the school district, it was determined that prior to curriculum development in the district, a rethinking of a philosophy and a formulation of goals was essential. No written statement of philosophy existed; no goals had been specified. While organized efforts at reshaping learning experiences had been sporadically undertaken, the results were mostly visable according to the Curriculum Director in printed curriculum guides which were soon relegated to the shelf.[4] Moreover, it was felt by the Curriculum Director that the lack of a cooperatively developed and generally accepted statement of philosophy and goals had contributed to an overall lack of articulation and even contradiction.[5]

Lacking funds to secure either consultative service or to provide a partial inducement for staff involvement, it was decided that Mankato State College would provide an especially tailored course in Curriculum Appraisal for any of the Albert Lea staff who were interested.[6] These staff members would receive graduate credit which would apply to salary lane changes and which would additionally apply to a Masters Degree in Curriculum and Instruction at Mankato State College.

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[4]Henry Guse, Conversations, Fall, 1971.

[5]Ibid.

[6]Dr. Glen White, Professor of Curriculum and Instruction, was invited as a special consultant in this area.

Implementing the Plan

A comprehensive model is presented on page 7. This illustration is intended to clarify intent, procedures, and anticipated outcomes which existed in the Albert Lea Project specifically, and the other projects generally.

Twenty-one Albert Lea teachers and administrators representing all three levels of education enrolled in the Curriculum Appraisal course. The initial focus was upon determining the educational role of the school district as perceived by the citizenry. The decision was made to survey attitudes concerning four major aspects of the total program: (1) organization, (2) purpose, (3) content and method, and (4) evaluation. Two basic procedures were utilized; questionnaires and interviews.

To build these tools, the class divided into subcommittees to survey the attitudes of a particular public. Past graduates, selected social agencies within the community, school drop-outs, parents, faculty, students enrolled in grades seven through twelve, patrons living in the district who had no children currently enrolled, employers, and minority groups were the various groups surveyed.

Concommittant with the data collection and analysis participants were exposed to recent philosophical thought through readings and discussions.[7] Growing out of this effort was a statement of philosophy and goals which was submitted to the entire professional staff of the district for a hearing. As a result of the hearing the document was redrafted, and resubmitted for ratification.[8] The faculty gave it unanimous endorsement.

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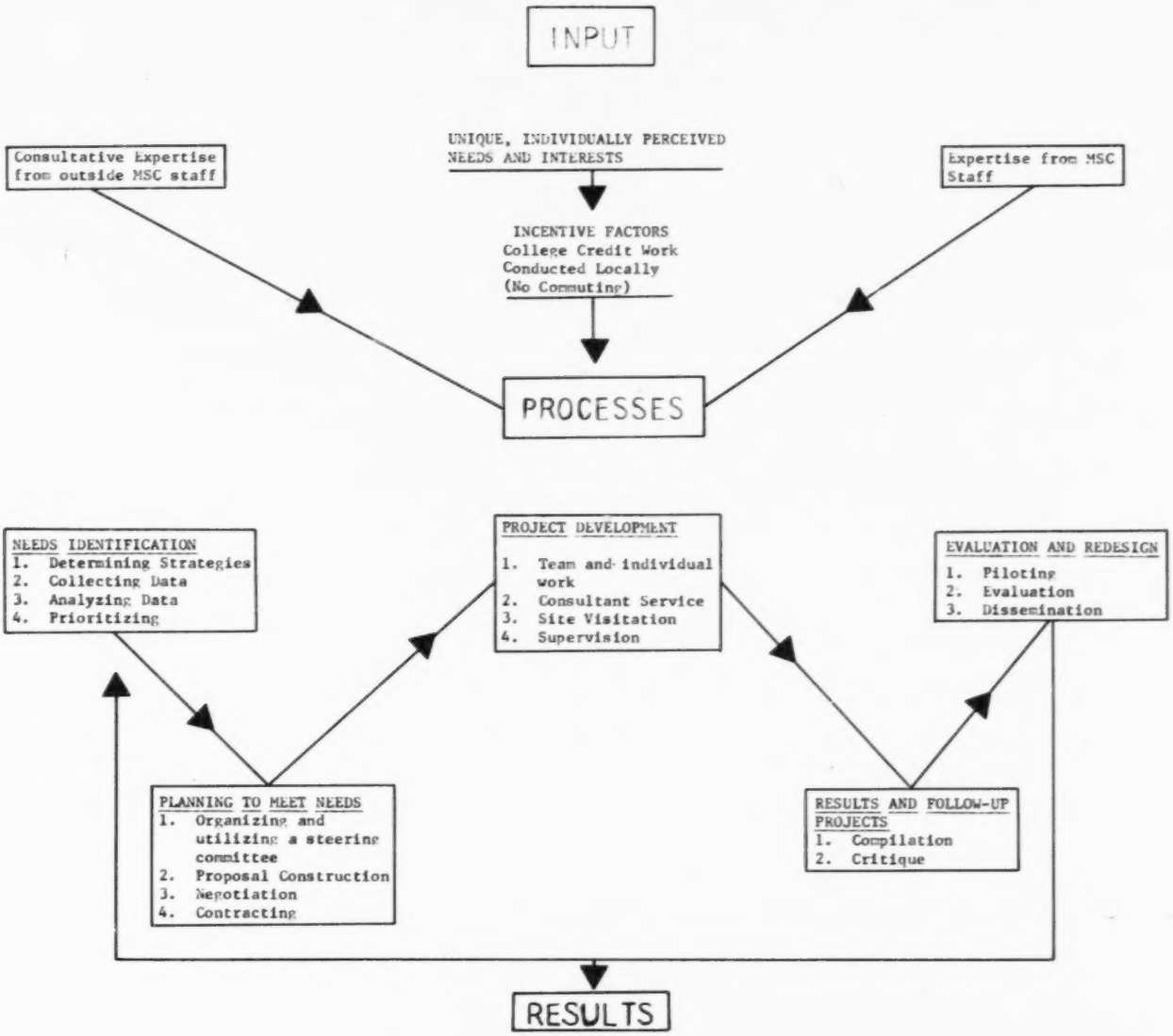
[7]See Appendix A.

[8]See Appendix B.

Albert Lea, Minnesota Curriculum Development Model



More Visible and Viable Curriculum Change

+

Model of Individualization of Instruction and Cooperative Planning by College Staff

+

College and Staff Relationships Improved

+

New Role for College Staff - Greater Community Involvement

+

Intra-Staff Relationships Strengthened

The philosophy and goals were formally adopted by the Albert Lea Board of Education in June of 1972.

The second stage of the project was to develop a plan whereby faculty could become involved in planning and developing curriculum compatible with the newly developed philosophy and goals. The plan implemented was the offering of a three-week curriculum development project for any Albert Lea faculty who were interested. Mankato State College agreed to provide up to nine quarter hours credit using the courses, Clinical Experiences in Curriculum Development, Problems in Curriculum Development, and Improvement of Instruction. A faculty member from Curriculum and Instruction was assigned to the project.

The plan provided that participants, either individually or in teams, could contract to design and complete specific projects. Each individual or team submitted a written proposal to the college representative and to the Albert Lea Steering Committee.[9] Negotiations of the details of the contract followed with special emphasis upon the newly adopted philosophy and goals, time and resource feasibility, priorities of the district, and the scope and depth involved as related to the granting of credit.

Ultimately thirty-four members of the Albert Lea staff were involved in the project. The majority of the participants contracted for nine hours credit, a few for six and a few for three.

During the scheduled three weeks, participants were encouraged to identify both human and other resources which would help them complete

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[9]The steering committee consisted of three faculty members who were elected from those involved in the summer project and the Curriculum Director. To be eligible for election, the faculty further stipulated that the member had to have been involved in the original curriculum appraisal effort.

their work. Numerous consultants were used. The following illustrates the types of consultants utilized.

1. Dr. Richard Davis, MSC, Individual Instruction
2. Dr. Howard Schroeder, MSC, Reading
3. Mr. John Thompson, MSC, Media
4. Dr. Gerald Kincaid, SDE, Language Arts
5. Mr. Roger Waugen, SDE, Social Studies

Additionally, participants were encouraged to make site visits as desirable. Examples of securing aid in this manner included visits to the Minnesota State Historical Society, the library at Mankato State College, and the Minnesota State Department of Education.

As the work progressed, the coordinator from Mankato State and the Albert Lea Curriculum Director had frequent discussions with each of the individuals or teams involved. Special problems arising were discussed and progress noted. In general, a consultative-supervisory function was performed. To facilitate this progress each individual or team was required to file a weekly calendar indicating where they were working and the special focus for each half-day.[10]

Completion of the work resulted in a series of pilot projects which are currently being implemented in the Albert Lea Schools. These projects will be appraised during the 1972-73 school year with the plan for dissemination of projects and appraisals to the entire staff during the spring of 1973.

Some of the pilot projects developed during the three-week summer endeavor included:

1. A Multi-Media Approach to Teaching About Minnesota in Social Studies: Grade Six.

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[10] See Appendix C.

2. An Inquiry Approach to Elementary Social Studies for Kindergarten Through Grade Six.

3. An Inquiry Approach to American Government at Grade Nine.

4. An Inquiry Approach to World History at Grade Ten.

5. An Individualized Approach to Teaching Grammar in Grades Five and Seven.

6. An Individualized Approach to Teaching Reading in Grade One.

7. An Individualized Approach to Teaching Reading in Grade Five.

8. Organizing a Semester Approach to Senior High School Biology.

9. A Semester Course in Humor and Satire for Senior High School English Students.

10. A Revised Science Program for Grade Five.[11]

Evaluation

The follow-up on the total project thus far shows that a considerable amount of interest and enthusiasm for curriculum revision on the part of the faculty in the school district has been generated. Present indications are that many other faculty members in the district desire similar involvement in successive summers. Additionally, there is evidence that this relationship is contributing to the district in a variety of ways. Having established the concept that Mankato State College is amenable to designing for specific local needs, the Albert Lea School District recently requested that Mankato State College provide four mini-courses in Albert Lea during the 1972-73 school year. Those requested were:

1. The Parent and the Pre-Schooler.

2. Reporting to Parents.

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[11] A complete listing of projects by titles is provided in Appendix D.

3. Understanding Children With Learning Disabilities.

4. Using Video-Taping in Teacher Evaluation.

It should be noted that two of these courses are focused directly upon the parent thus broadening the concept of clientele served by Mankato State College. Additional results of this new relationship are to be noted in the Albert Lea staff who have since applied for admittance to graduate programs.[12]

Conclusion

It is readily recognized that the delivery system described has limitations. To some it suffers from a flexibility that makes description difficult, permits individuals and teams to remain fairly close to the traditional if they desire, lowers academic standards, and defies a tight systems approach. To others, including those college faculty involved, it offers a more realistic way to secure educational improvement; improvement which results primarily from the collegiate community offering abundant aid and minimum prescription. Perhaps its greatest strength is in the enthusiasm which seems generated in many participants when they realize that the college desires to help them do "their thing" better rather than requiring them to do the "graduate-college thing." This spirit seemed uniquely captured in the words of one participant who wrote:

> "How does one project a feeling of excitement and exhilaration on paper? I wish it were possible to do because I have recently been a part of an educational experience which thrilled me from its outset to its conclusion."[13]

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[12]Participant reaction to the project was solicited. The instrument used and a partial tabulation of responses are included in Appendices E and F.

[13]William Holden, Introduction to an unpublished report of Owatonna Project, 1972.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR SCHOOL DISTRICT 241 EDUCATIONAL PHILOSOPHY

QUESTIONNAIRE FOR SCHOOL DISTRICT 241 EDUCATIONAL PHILOSOPHY

Following are some ideas expressed in educational literature. Each one suggests a line of action for curriculum improvement. After reading each statement, please record your reaction by marking (X) the appropriate word(s) that reflect your response. Please respond to each and all of the statements.

1. TEACHERS AND PUPILS SHOULD BE FREE TO SEEK AND DISCUSS CONTROVERSIAL COMMUNITY AND NATIONAL ISSUES.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

2. EDUCATION IS THE PROCESSING OF THE YOUNG FOR ADULT TASKS.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

3. THE SCHOOL SHOULD STICK TO TRADITIONAL SCHOOL SUBJECTS AND LET OTHER AGENCIES INTRODUCE THE STUDENT TO COMMUNITY LIFE AFTER THEY GRADUATE.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

4. THE SCHOOL PROGRAM SHOULD BE ORGANIZED SO THAT EACH STUDENT WILL EXPERIENCE SUCCESS MORE OFTEN THAN FAILURE.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

5. SCHOOL GRADES SHOULD BE AWARDED ON THE BASIS OF PROGRESS WITH RESPECT TO EACH STUDENT'S ABILITY.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

6. SELF-DISCIPLINE IS TAUGHT BY REQUIRING PUPILS TO CONFORM TO A RIGID BEHAVIOR PATTERN FOR FEAR OF PUNISHMENT.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

7. THE TEACHER SHOULD DECIDE WHAT IS TO BE DONE AND SEE TO IT THAT THE STUDENTS DO IT.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

8. MORE STRESS SHOULD BE PLACED ON TEACHING STUDENTS HOW TO THINK THAN ON MEMORIZING FACTUAL INFORMATION.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

9. A GOAL OF THE SCHOOL SHOULD BE TO DEVELOP ATTITUDES OF COOPERATION IN EACH STUDENT.

   strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

10. THE BEST WAY TO LEARN HOW TO DO THINGS IS BY DOING THEM.

    strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

11. SCHOOL WORK SHOULD CONSIST MAINLY OF HARD PROBLEMS AND DRILLS TO DEVELOP THE MIND OF THE STUDENT.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

12. ALL CHILDREN SHOULD BE EXPECTED TO REACH THE SAME STANDARDS OF ACHIEVEMENT REGARDLESS OF THEIR INDIVIDUAL ABILITIES.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

13. THE SCHOOL PROGRAM SHOULD BE PERSONALIZED FOR EACH PUPIL RATHER THAN PLANNED FOR AN AGE OR GRADE LEVEL.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

14. WE SHOULD GIVE STUDENTS THE OPPORTUNITY TO EXPLORE WHAT MAN DOES NOT KNOW AS WELL AS WHAT HE DOES KNOW.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

15. STUDENT GRADES SHOULD BE GIVEN ONLY ON THE BASIS OF PERFORMANCE IN FACTUAL EXAMINATIONS.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

16. SCHOOLS SHOULD PREPARE STUDENTS TO COPE WITH PRESENT-DAY SITUATIONS MORE THAN WITH THEIR FUTURE LIFE.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

17. THE MAJOR TASK OF THE SCHOOL IS TO ENCOURAGE THE PERSONALITY GROWTH OF THE STUDENT.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

18. THE SCHOOL IS ESSENTIALLY A CENTER FOR THE GIVING OUT OF INFORMATION.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

19. THE GOAL OF ALL SOCIETIES IS THE DEVELOPMENT OF THE STUDENT'S MIND, THEREFORE IT SHOULD BE THE GOAL OF OUR SCHOOL.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

20. SCHOOL GRADES AND FEAR OF FAILURE ARE NECESSARY TO STIMULATE STUDENT EFFORT.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

21. GENERALLY, LEARNING DIFFICULTIES BEGIN IN DISTURBED HOME RELATIONSHIPS.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

22. THERE SHOULD BE A UNIFORM POLICY OF ASSIGNING THE CHILD MORE HOMEWORK EACH YEAR AS HE PROGRESSES IN SCHOOL.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

23. SCHOOLS CANNOT MEET THE CHALLENGE OF TODAY AND TOMORROW IF THEY LIMIT THEMSELVES TO TEACHING SUBJECT-MATTER ONLY.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

24. TO GIVE STUDENTS A GREATER CHOICE OF COURSE OFFERINGS, THE JUNIOR AND SENIOR HIGH PROGRAMS SHOULD BE ORGANIZED ON A SEMESTER AND/OR QUARTER BASIS.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

25. EDUCATION IS THE PREPARATION OF THE YOUNG FOR ADULT TASKS.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

26. THE PROCESS OF LEARNING IS MORE IMPORTANT THAN WHAT IS LEARNED.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

27. CREATIVE THINKING RESULTS WHEN THE STUDENT IS ENCOURAGED TO ANSWER QUESTIONS IN HIS OWN WORDS INSTEAD OF IN THE WORDS OF THE TEXT OR THE TEACHER.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

28. IN A DEMOCRACY THE SCHOOL SHOULD PLACE THE MOST EMPHASIS UPON HELPING TO PREPARE STUDENTS TO PARTICIPATE IN THE RECONSTRUCTION OF SOCIETY.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

29. A GOAL OF THE SCHOOL SHOULD BE THE DEVELOPMENT OF A YEAR-ROUND PROGRAM PROVIDING FOR STUDENT AND FAMILY CHOICE OF VACATION PERIODS.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

30. A GOAL OF THE SCHOOL SHOULD BE TO ENCOURAGE A SPIRIT OF COMPETITION IN EACH STUDENT.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

31. THE GOAL OF THE SCHOOL IN OUR DEMOCRACY SHOULD BE TO PRESERVE OUR HERITAGE.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

32. TO PROVIDE GREATER FLEXIBILITY IN SCHEDULING, A GOAL OF THE SCHOOL SHOULD BE THE IMPLEMENTATION OF A MODULAR ORGANIZATION.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

33. THE SCHOOL SHOULD PROVIDE A COMPLETE VOCATIONAL TRAINING FOR EACH STUDENT WHO DESIRES IT.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

34. THE SCHOOL HAS THE RESPONSIBILITY FOR THE EDUCATION OF 3-4 YEAR OLDS.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

35. A GOAL OF THE SCHOOL SHOULD BE TO PROVIDE A VARIED ADULT EDUCATIONAL PROGRAM FOR ANY MEMBER OF THE COMMUNITY.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

36. THE LENGTH OF THE PRESENT SCHOOL DAY IS DETRIMENTAL TO THE EDUCATIONAL AND PHYSICAL DEVELOPMENT OF THE STUDENT.

strongly agree( ) agree( ) undecided( ) disagree( ) strongly disagree( )

37. WHAT IS YOUR OPINION REGARDING THE PRESENT EMPHASIS ON EXTRA-CURRICULAR ACTIVITIES SUCH AS SPORTS, MUSIC, SPEECH, DRAMA, ETC. (This is open-ended, respond in written form.)

APPENDIX B

K-ADULT EDUCATIONAL PHILOSOPHY AND GOALS

INDEPENDENT SCHOOL DISTRICT 241

ALBERT LEA, MINNESOTA

K-ADULT EDUCATIONAL PHILOSOPHY AND GOALS

INDEPENDENT SCHOOL DISTRICT 241

ALBERT LEA, MINNESOTA

PHILOSOPHY:

THE CITIZENS OF INDEPENDENT SCHOOL DISTRICT 241 RECOGNIZE:

that education is the continuing process of preparing citizens for making a life and earning a living.

In order to prepare the student for the future as well as the present, the curriculum should include more than the teaching of subject matter.

The major tasks of the school should include the development of the student's mind, personality and body.

The educational process should involve the cooperative effort of the community and its resources.

The educational process should include a varied program for adult education.

The educational process should include a program for those whose education has been interrupted and who wish to fulfill the requirement for a high school diploma.

that today's society has a diverse system of values. A basic function of the schools should be to help the student clarify his values, understand the values of others, and respect their right to hold those values.

that today's society demands that its citizenry be able to deal adequately with the problem-solving and decision-making processes.

that the role of the teacher should be catalyst, guide, and adviser; that students should be co-planners, participants, and evaluators of learning activities.

that the challenges of the present and future require that we provide equal educational opportunities for all.

that the school guidelines should be organized so that each student will experience success more often than failure.

that student evaluation is an important part of the school program, therefore this evaluation of student achievement should be based on the student's aptitude, performance, and factual knowledge.

that the total environment, including home, school and community affects the mental and emotional health of children and youth, and that a wholesome environment is essential for their proper growth and development.

GOALS:

THE SCHOOL WILL ENDEAVOR:

to teach the basic skills necessary to allow each student to pursue his career choice, ie. those necessitated by the economics of society and by further education.

to help a student develop self-esteem, responsibility, and self-discipline.

to develop each individual's abilities to deal effectively with the problems of family living.

to provide a program of study and activities which will accommodate the needs and interests of all.

to educate citizens to be able to adapt to an ever-changing society.

to develop within each student attitudes of cooperation.

to maintain a climate of objectivity in the discussion of controversial issues.

to present to each student the opportunity to explore values from a variety of cultures in order that he may better cultivate his own value system and understand the values of others.

to develop an ongoing diagnostic evaluation of all students through better utilization of specialized staff members to provide a program of individualized and personalized instruction.

to implement new patterns of internal organization to expedite a program of individualized and personalized instruction.

to place a greater emphasis on individualized and personalized instruction for school age children and adults.

to devise a system of student evaluation and reporting to parents which will more clearly measure and convey the student's progress in relation to aptitude, performance, and knowledge.

to improve teacher and administrator understanding of child growth and development to ensure the provision of a climate in the school conducive to good social adjustment.

to provide special services for the early detection and treatment of impending difficulties of social adjustment and behavior.

to encourage increased cooperation between the school and community mental health facilities for the treatment of the emotional problems of children and youth.

to promote educational programs for parents to improve the home environment.

to accommodate the special needs of ethnic minority groups.

to involve the students in the roles of co-planners, participants, and evaluators of learning activities.

to inspire and encourage each student to develop his unique creative talents.

to develop within students the skills necessary for the better management and enjoyment of leisure time.

PROPOSAL CONSTRUCTION

The proposals should serve numerous functions. Specifically, they are a written record of project intent. Consequently, they should be quite specific about anticipated results. Additionally they must clearly communicate the procedures which will be followed in order to achieve the results. Since they are also a request for the granting of college credit, they need to be convincing in terms of desirability and feasibility.

In general, proposals should contain the following elements.

A Rationale	Rationale refers to the rational basis of the project. It should contain the various reasons why the project is important. Whenever possible, it should indicate how the product is in harmony with the overall school philosophy and the anticipated benefits to students.
Description of Procedures	Description of procedures to be followed refers to how the team or individual will go about achieving the stipulated results.
Anticipated Outcomes	In this section of the proposal, participants should attempt to list what will be produced or achieved. Brief description of these products should be included.
Suggested Evaluation	Because projects will vary considerably, it is necessary that each team or individual make suggestions concerning how their results can best be judged. In all cases, a written summary report is to be required. However, the nature of some projects may lend themselves more to a site visit, demonstration, etc., as the means of evaluation.

While the proposal is the basis for a binding agreement, it should be noted that the intent is not to narrowly circumscribe participants. Rather the purpose is to encourage specificity in planning the project. Consequently, instructors will exhibit flexibility when dealing with changed conditions or unanticipated opportunities.

Proposal writers should keep in mind that numerous individuals who are not intimately acquainted with the situation may ultimately be reading the proposals. Therefore, clarity and completeness are necessary.

ABSTRACT AND AGREEMENT

SUMMER INNOVATIONS WORKSHOP

ABSTRACT

A. Date _____

B. Project Title _____

C.

Team Members	MSC Course Numbers	Total Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
	Total Hours of Credit for Team	_____

D. General Task(s)
1. _____
2. _____
3. _____
4. _____
5. _____

E. Designed for whom? _____
To do what? _____

F. Support Services Required
1. _____
2. _____
3. _____

G. Checklist of Proposal Components (On separate page, briefly complete each)
1. Rationale____
2. Team Objectives____
3. Procedures____
4. Evaluation____

AGREEMENT

Successful completion of the project described on this document and in the appended proposal is agreed as meeting the minimum standards for earning credit from MSC in the amount indicated. Further, the project is viewed as an essential element in improving instruction for the Albert Lea Public Schools. All reasonable effort will be expended in meeting the goals stipulated or inferred.

Team Members	Local Steering Committee	MSC
_____	_____	_____
_____	_____	_____
_____	_____	
_____	_____	

APPENDIX C

WEEKLY CALENDAR

W E E K L Y C A L E N D A R

INDIVIDUAL OR TEAM MEMBERS _____

PROJECT _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ARRANGED TIME
A.M. hours	Time schedule:	Time schedule:	Time schedule:	Time schedule:	Time schedule:	
	Location:	Location:	Location:	Location:	Location:	
	Activity:	Activity:	Activity:	Activity:	Activity:	
P.M. hours	Time schedule:	Time schedule:	Time schedule:	Time schedule:	Time schedule:	
	Location:	Location:	Location:	Location:	Location:	
	Activity:	Activity:	Activity:	Activity:	Activity:	

*If for any reason you are unable to complete daily hours workshop, see your principal; then indicate on your calendar how the time is to be made up.

APPENDIX D

INDIVIDUAL AND TEAM PROJECTS: ALBERT LEA

INDIVIDUAL AND TEAM PROJECTS: ALBERT LEA

A Multi-Media Approach to Teaching About Minnesota in Social Studies: Grade Six.

A Plan for a Student to Student Tutorial Program at the Junior High Level.

A Plan for a Student to Student Tutorial Program at the Senior High Level.

A Revised Science Program for Grade Five.

A Semester Course in Humor and Satire for Senior High School English Students.

American Humor and Satire: A New Course in Senior High English

An Individualized Approach to Teaching Grammar in Grades Five and Seven.

An Individualized Approach to Teaching Reading in Grade Five.

An Individualized Approach to Teaching Reading in Grade One.

An Inquiry Approach to American Government at Grade Nine.

An Inquiry Approach to Elementary Social Studies for Kindergarten Through Grade Six.

An Inquiry Approach to World History at Grade Ten.

Constructing Activity Units in Mathematics for Students Not Achieving at Senior High Level.

Development of an Inservice Program for Fifth Grade Science Teachers.

Development of a Pilot Program to Use With Gifted Children in the Regular Primary Classroom.

Devising a Plan for Individual Student Utilization of Media.

Identification of Special Resource Materials for Seventh Grade English.

Orientation Handbook for New Teachers, Substitute Teachers and Student Teachers.

Organization of a Pilot Media Center in Lakeview Elementary School.

Organizing a Semester Approach to Senior High School Biology.

Planning for Initiating Semester Courses in Biology.

Researching Existing K-12 English Trends in K-12 English Prior to Complete Redesign.

Devising a Multi-Stage Plan for Reviewing and Revising the K-12 English Program.

APPENDIX E

ALBERT LEA CURRICULUM PROJECT

ALBERT LEA CURRICULUM PROJECT

PARTICIPATION REACTION FORM

Introduction:

Although the ultimate evaluation of the project rests with the use of materials and ideas generated, participants are asked to use this form to provide reactions to the experience. These reactions will be very useful in determining subsequent activities for Albert Lea and for Mankato State.

Directions:

Please signify, using a one-to-five scale, the degree to which the following objectives were met. ("1" signifying low and "5" signifying high). In addition to this response, you are encouraged to make comments about each objective.

Objectives:

_____ 1. To create an opportunity for teachers to work upon a variety of projects.
Comments:

_____ 2. To provide a flexible structure of operation which is supportive of a variety of endeavors.
Comments:

_____ 3. To encourage participants to work on projects resulting from mutual agreement of need.
Comments:

_____ 4. To encourage both individual and collective action.
Comments:

_____ 5. To minimize formal structure to the best possible degree.
Comments:

_____ 6. To initiate and maintain new relationships between Albert Lea and Mankato State.
Comments:

_____ 7. To provide a framework that is supportive of kindergarten through post-high school projects.
Comments:

_____ 8. To provide, through faculty, administration and college representatives, some articulation of effort.
Comments:

_____ 9. To demonstrate the merit of flexible arrangements in certain situations regarding the products produced.
Comments:

_____ 10. To provide consultative aid to the degree requested.
Comments:

_____ 11. To provide resources upon identification of need by the participants.
Comments:

Other Reactions:

Please respond as indicated by the nature of the item.

_____ 1. At this time, I believe the materials, ideas, etc., produced will be: (a) of real benefit to students; (b) some improvement for students; (c) not much different for students; (d) of no particular use.
Comments:

_____ 2. Personally, I felt the total project was: (a) of considerable value; (b) of some value: (c) of doubtful value (d) of no value.
Comments:

_____ 3. I believe that this type of project, compared to three on-campus graduate courses, has (a) considerably more value; (b) somewhat greater value; (c) somewhat less value; (d) considerably less value.
Comments:

_____ 4. I found the team organization (a) very functional (b) adequate; (c) not functional; (d) does not apply.
Comments:

_____ 5. In terms of ultimately improving instruction, I would (a) highly recommend similar projects; (b) recommend similar projects; (c) recommend similar projects with some definite preservations; (d) not recommend similar projects.
Comments:

6. In terms of Albert Lea, I would suggest the following procedures regarding follow-up, evaluation, etc.

a. _____

b. _____

c. _____

Please state any additional criticisms, suggestions, etc., you wish to make on this or on appended pages. Thank you.

APPENDIX F

REACTIONS TO THE ALBERT LEA PROJECT BY PERCENTAGES OF RESPONDENTS

REACTIONS TO THE ALBERT LEA PROJECT
BY PERCENTAGES OF RESPONDENTS

Objectives: Item Number:	Distribution of Responses 1	2	3	4	5	No Response
1	5%	0%	0%	5%	90%	0%
2	0%	0%	0%	50%	95%	0%
3	0%	15%	0%	15%	90%	0%
4	0%	15%	0%	10%	80%	5%
5	0%	0%	15%	26%	64%	5%
6	0%	0%	15%	26%	44%	15%
7	0%	10%	10%	30%	50%	0%
8	0%	0%	15%	37%	38%	10%
9	0%	0%	0%	15%	80%	5%
10	0%	0%	15%	37%	53%	57%
11	0%	0%	10%	37%	43%	10%

Other Reactions:	A	B	C	D	No Response
1	90%	5%	0%	0%	5%
2	100%	0%	0%	0%	0%
3	85%	15%	0%	0%	0%
4	75%	15%	0%	0%	10%
5	85%	10%	5%	0%	0%